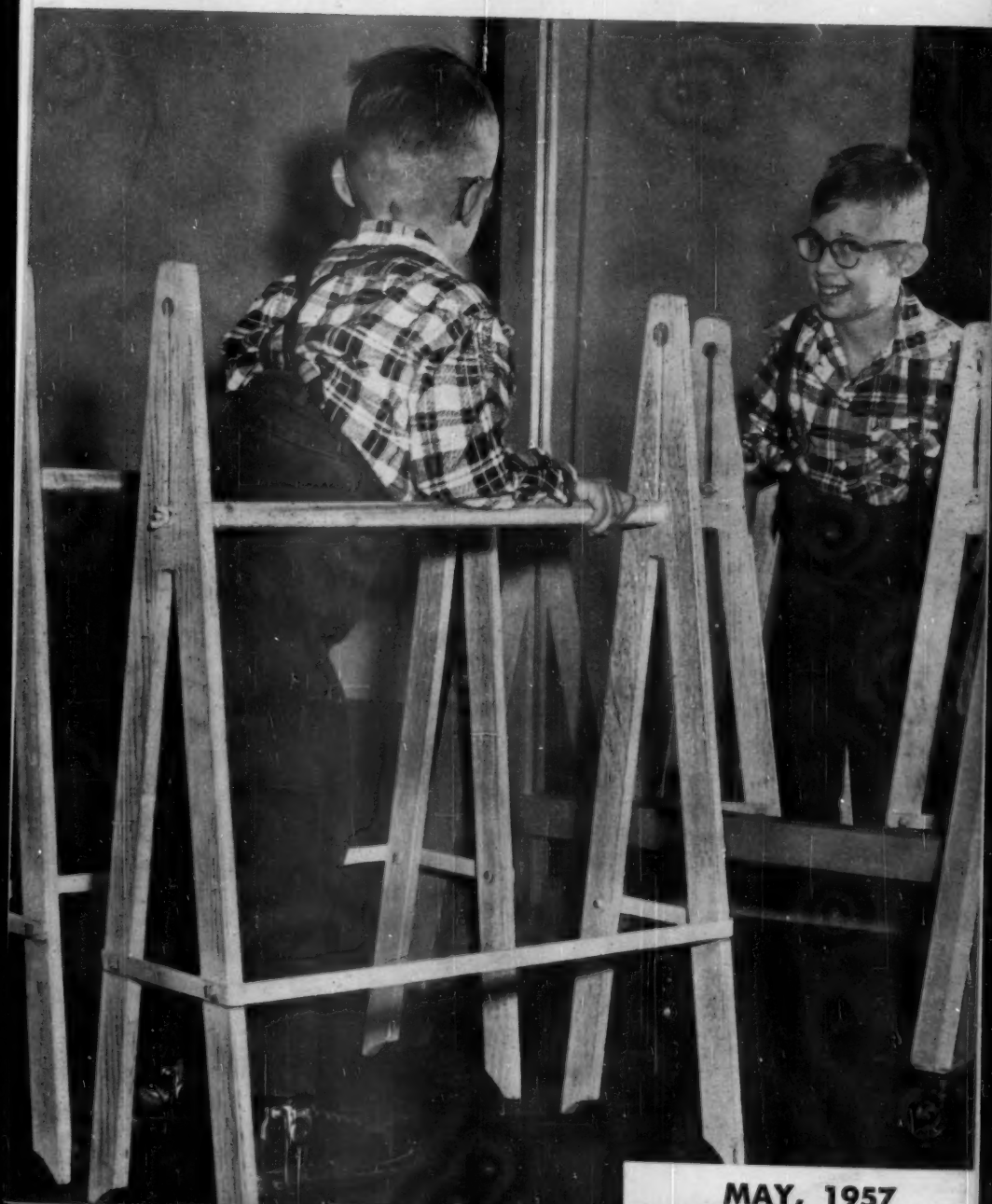


# CALIFORNIA JOURNAL of ELEMENTARY EDUCATION



MAY, 1957

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## EDITORIAL COMMENT AND NEWS NOTES

### THIS ISSUE OF THE JOURNAL

Many months ago the California School Supervisors Association special education committee began the preparation of the May, 1957, issue of the *California Journal of Elementary Education*. Since that time many conferences and committee meetings have been held to determine the content of the issue. In these meetings the committee decided that the objective should be to present a brief but comprehensive picture of the special education program in the public schools of the state. That is what has been attempted.

A large number of people contributed freely of their time. Francis W. Doyle, former Chief of the Bureau of Special Education, now Deputy Superintendent of Public Instruction, and Chief, Division of Special Schools and Services, as well as Ernest Willenberg, Acting Chief of the Bureau of Special Education, State Department of Education, have been helpful with many fine suggestions. Members of the staff of the Bureau of Special Education have made contributions throughout the issue.

Committee members who helped with the planning were Marie A. Wall, Consultant in Charge of Visual and Hearing Education, office of the Los Angeles County Superintendent of Schools; Leta W. Timberlake, Co-ordinator in Speech and Hearing Services, office of the Santa Clara County Superintendent of Schools; Frank Guirado, Consultant, Special Education Classes, office of the Riverside County Superintendent of Schools; and Jerry G. Cochran, Co-ordinator, Special Services, office of the San Benito County Superintendent of Schools.

Others whose help is acknowledged include Dr. Ralph Hornberger, State Department of Public Health; William

Huskins, State Department of Mental Hygiene; Beatrice Burrows, psychologist, Stockton Unified School District; and Ned M. Russell, clinical psychologist, office of the San Joaquin County Superintendent of Schools.

A final review of the manuscript was made by Flora Daly, Consultant in Education of the Mentally Retarded in the Bureau of Special Education, State Department of Education, Mrs. Lila Stevenson, Consultant, Visually Handicapped, and Mrs. Alice Michael, Consultant in Speech and Foreign Language, Elementary Schools, both of the office of the Monterey County Superintendent of Schools.



## INTRODUCTION

ERNEST P. WILLENBERG, *Chief of the Bureau of Special Education,  
California State Department of Education*

In 1952, the May number of the California Journal of Elementary Education was devoted to the problems and needs of exceptional children and youth in California. The information presented was and continues to be basic to planning the educational opportunities exceptional children and youth require.

This issue of the Journal, May, 1957, presents the provisions California has made for exceptional children and youth to have appropriate educational opportunity for personal development and to become as proficient in meeting their citizenship responsibilities as their potentialities permit. In this presentation the vision that has gone into planning and operating the required or authorized special programs in California public schools is made apparent.

Responsibility for making it possible for the public schools to offer exceptional children the educational opportunities they need has been met in large measure by the State Legislature and the State Board of Education. Responsibility for developing and maintaining the required programs has been met by the State Department of Education through the Division of Special Schools and Services which has responsibility for the State's residential schools for the deaf, blind, and cerebral palsied and the Division of Instruction through the Bureau of Special Education which has responsibility for aiding county superintendents of schools and school districts in local communities to establish and implement the type of special education programs and special services which they are required or authorized by law to provide for exceptional children and youth. County superintendents of schools and school dis-

tricts have met their responsibilities for providing the required or authorized special programs in the following ways.

1. The local school district assures each child within its boundaries including the handicapped that educational opportunity will be provided consistent with his abilities and commensurate with the educational opportunities afforded other children.
2. When the local school district's resources do not permit within its boundaries adequate provision for the needs of its handicapped children, the district secures the services through contractual agreement with a county superintendent of schools or another school district.
3. The county superintendent of schools provides leadership which includes the promotion, co-ordination, and support of special education services in the county.
4. County superintendents of schools and local school districts utilize the offerings of the State residential schools when exceptional children's needs cannot be met locally.
5. All levels of school service recognize that a handicapped child's needs at times may transcend certain boundaries of administrative authority or political jurisdiction. As a result of this recognition the various agencies and levels of school organization frequently work to secure satisfactory solutions for the problems posed by handicapped children.

## GROWTH OF SPECIAL EDUCATION, SCHOOL YEARS 1951-52 THROUGH 1954-55

FRANCES CAINE, *Supervisor, Atypical Classes, San Francisco Unified School District*, and STAFF MEMBERS of the Bureau of Special Education, California State Department of Education

This article summarizes statistically the number of students enrolled for individual instruction<sup>1</sup> and in special day classes in the public schools of California. The statistics used are for the school years 1951-52 through 1954-55. It will be noted that special education for hard-of-hearing and speech defective children generally involves remedial instruction. However, some pupils in these two categories are enrolled in special day classes. Various factors play a role in determining enrollment increase in each of the areas of handicap. The incidence of the handicap in the school population and the availability of trained teachers, adequate classrooms, and adequate finances are a few of the factors with which to reckon. No attempt is made to give a detailed analysis of the statistics. However, those pertaining to each area of handicap are briefly discussed. Tables 1-6 showing the growth of special education appear at the end of this article.

### CEREBRAL PALSID CHILDREN

*Unified School Districts.* During the four-year period there has been a gradual but steady increase in the enrollment of cerebral palsied children in special day classes in unified school districts. Although there has been only a small increase in the number of unified school districts providing special day classes, the enrollment went from 318 in 1951-52, to 563 in 1954-55. Even though the enrollment for individual instruction doubled, the total number of children given such instruction during the

<sup>1</sup> The term "individual instruction" is used in this article to denote instruction given to pupils who are home-bound or hospital-bound.

four-year period was quite small. The number of districts providing the service remained the same.

*Elementary School Districts.* Although the number of elementary school districts providing special day classes for cerebral palsied children has decreased slightly, the enrollment in special day classes has increased from 647 to 737. During the four-year period the number of elementary school districts providing individual instruction increased from 20 to 30 and the enrollment for such instruction from 33 to 64.

#### ORTHOPEDICALLY HANDICAPPED CHILDREN

*Unified School Districts.* During the four-year period the number of unified school districts offering special day classes for orthopedically handicapped children has remained at eight. The enrollment, however, increased somewhat during this period, from 270 in the 1951-52 school year to 324 in the 1954-55 school year. In the same period the number of unified districts providing individual instruction increased 37 per cent, the enrollment 71 per cent. The actual enrollment increase was from 431 in the 1951-52 school year to 747 in the 1954-55 school year.

*Elementary School Districts.* During the period from the 1951-52 school year to and including the 1954-55 school year, there has been a gradual but steady increase in the number of elementary school districts providing special day classes for orthopedically handicapped children. Although the enrollment has fluctuated during the four-year period, the 1954-55 term of school showed a decided increase over that of the 1951-52 school year. The enrollment in 1951-52 was 408, that of 1954-55 was 565. The enrollment for the orthopedically handicapped in special day classes is second only to that of physically handicapped children.

The number of elementary school districts providing individual instruction for orthopedically handicapped children has increased over 50 per cent and the enrollment 146 per cent. Twice as many orthopedically handicapped children are pro-

vided individual instruction at home or in a hospital as are enrolled in special day classes.

#### CHILDREN OF LOWERED VITALITY

*Unified School Districts.* During the four-year period one of the five unified school districts that offered special day classes for children of lowered vitality has stopped maintaining such classes. There has also been a decreased enrollment from 565 to 427 children. However, the enrollment was second only to that of physically handicapped children in special day classes. Although the number of unified school districts offering special day classes for the lowered vitality group of children is small, there has been an increase in the number of unified districts providing individual instruction and the 1954-55 enrollment for such instruction was 1531.

*Elementary School Districts.* Although there has been a slight decrease in the number of elementary school districts offering special day classes for children of lowered vitality during the four-year period, the enrollment in the classes has increased 20 per cent, from 589 to 707. The number of elementary school districts providing individual instruction has increased 17 per cent, from 182 to 213, while the number of children receiving such instruction has increased 42.5 per cent, from 1244 to 1733. The lowered vitality group ranks highest among the physically handicapped in enrollment for individual instruction.

#### DEAF CHILDREN

*Total of All School Districts.* The number of school districts reporting special day class programs for the deaf was 26 in 1951-52 and 30 in 1953-54. Only 25 districts operated special day classes for the deaf in the 1952-53 school year.

The number of pupils reported as enrolled in the special day class programs for the deaf has increased annually over the four-year period. The increases are 65, 10, and 31 respectively for the 1952-53, 1953-54, and 1954-55 school years. The in-



creases occurring in the school years 1953-54 and 1954-55 were substantially smaller than those of 1952-53 over 1951-52. Opening of the second California State School for the Deaf at Riverside probably accounts for the slowing down of the rate of increase.

The gradually mounting enrollment at the second California State School for the Deaf, Riverside, in normal times undoubtedly would cause a drop in the total enrollment in the special day class programs in the state. This has not occurred in California, probably due to the rapid increase in California's population. This increase, however, has been great enough to fill the second California State School for the Deaf and to cause a continuing increase in the enrollment in the special day class programs for the deaf.

#### SPEECH HANDICAPPED CHILDREN

Statistics show that enrollment in remedial instruction for speech handicapped children has increased steadily in both elementary and unified school districts during the school years 1951-52 through 1954-55. Enrollment figures show that both elementary and unified school districts have had notable increases—almost 50 per cent. In high school districts, however, enrollments have not increased. This situation may be the result of the following: (1) the limited number of available speech therapists; (2) greater need and consequent emphasis at the elementary level; and (3) effective habilitative services during early childhood. Enrollment figures for all speech correction classes from 1951-52 to 1954-55 showed an increase in remedial speech instruction of from 54,782 to 86,533.

#### HARD-OF-HEARING CHILDREN

Over the school years 1951-52 through 1954-55, there was no appreciable change in the number of school districts offering special instruction for hard-of-hearing children, but there was an increase in the number of children enrolled for such instruction.



*Elementary School Districts.* Elementary school districts showed considerable gain in the number of districts offering special instruction for hard-of-hearing children, but a slight drop in the number of such children enrolled.

*Special Schools and Classes Maintained by County Superintendents of Schools.* No special schools and classes for hard-of-hearing children were operated by county superintendents of schools until the 1953-54 school year when two districts provided such instruction for 10 children. The number of districts offering such instruction increased in the 1954-55 school years to three with an enrollment of 46 children, an increase in enrollment of 36 children over the previous years.

*Total of All School Districts.* The total enrollment in classes for hard-of-hearing children irrespective of whether offered by a school district or the county superintendent of schools showed definite gains. There was an increase of 579 in remedial programs and 96 in the special day class program.

#### BLIND CHILDREN

*Elementary School Districts.* In the elementary school districts, there has been a slight decrease during the four-year period, the school years 1951-52 through 1954-55, in the number of districts maintaining special classes for the blind. During this period the number of children enrolled in such classes has increased from 133 to 157. There was a great increase in blind pupils receiving individual instruction in 1954-55.

*Total of All School Districts.* Statistics show a continuous growth in the number of pupils enrolled in special day classes for blind children during the four-year period, 101 more pupils in 1954-55 than in 1951-52, and there was also an increase in the number of blind children enrolled for individual instruction.

#### PARTIALLY SEEING CHILDREN

*Unified School Districts.* The number of unified school districts maintaining special day classes for partially seeing chil-

dren has gradually increased with the exception of the last year. The number of children enrolled in special classes in 1951-52 was 277. By 1954-55 the enrollment had risen to 343. The number of unified school districts offering individual instruction was unchanged for three years but increased in 1954-55. Statistics reveal that a large number of partially seeing students received individual instruction during the 1951-52 school year, a decreased number in the next two school years, and a greatly increased number in 1954-55. In special classes, there has been a gradual increase in the enrollment except for the 1954-55 school year when the enrollment was slightly less than it was for the 1953-54 school year. With the exception of speech, the area of the blind had the least number of children enrolled in special day classes in 1954-55 with hard of hearing next, then the partially seeing.

#### MENTALLY RETARDED CHILDREN

*Total of All School Districts.* During the four-year period, there has been a steady increase in the number of mentally retarded children enrolled in special day classes, from 14,898 to 17,488. A total of 250 school districts operated programs for the mentally retarded in 1954-55. More children are enrolled in such classes in the unified school districts of California than are enrolled in all the other special day classes combined. There is no individual instruction program offered for the mentally retarded.

#### SEVERELY MENTALLY RETARDED CHILDREN

*Total of All School Districts.* Statistics on special day classes for severely mentally retarded children reflect a slow but steady growth of service during the four-year period with a total of 889 such pupils enrolled in California Public Schools in 1955. Thirty-seven per cent, or 329, were in classes maintained by unified school districts, 33 per cent were in classes maintained by county superintendents of schools, and 30 per cent or 269 were in classes maintained by elementary school districts. Tables 1 through 6 follow.

**TABLE 1**  
**NUMBER AND TYPE OF HANDICAPPED PUPILS IN SPECIAL DAY CLASSES AND RECEIVING INDIVIDUAL INSTRUCTION IN UNIFIED SCHOOL DISTRICTS IN THE SCHOOL YEARS 1951-52 THROUGH 1954-55 AND THE NUMBER OF DISTRICTS OFFERING SUCH SERVICES**

Type of Handicap	1951-1952						1952-1953						1953-1954						1954-1955					
	Individual Instruction			Special Day Classes			Individual Instruction			Special Day Classes			Individual Instruction			Special Day Classes			Individual Instruction			Special Day Classes		
	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils
Deaf	4	5	9	185	1	1	1	282	1	1	12	268	2	2	2	12	271							
Blind	2	2	3	14	--	--	--	48	--	--	7	79	--	--	--	6	73							
Cerebral Palsied	9	10	13	318	8	14	15	410	9	18	16	432	9	21	16	563								
Orthopedic	27	431	8	270	27	612	8	329	32	551	9	475	37	747	8	324								
Hard of Hearing	13	*1,191	4	47	14	*1,101	4	46	13	*1,353	4	59	14	*1,867	4	47								
Speech Defect	26	*14,969	1	27	37	*22,926	--	--	37	*24,595	1	10	43	*30,537	--	--								
Partially Sighted	2	3	2	56	2	4	4	86	2	80	6	136	6	83	5	135								
Lowered Vitality	34	1,010	5	565	42	1,253	5	497	45	1,338	5	350	48	1,531	4	427								
Mentally Retarded	--	--	--	**	--	--	29	4,617	--	--	35	5,305	--	--	43	5,681								
Severely Mentally Retarded	--	--	--	**	--	--	5	209	--	--	6	267	--	--	8	329								

\* Remedial instruction.

\*\* No report.

**TABLE 2**  
**NUMBER AND TYPE OF HANDICAPPED PUPILS IN SPECIAL DAY CLASSES AND RECEIVING INDIVIDUAL INSTRUCTION IN ELEMENTARY SCHOOL DISTRICTS IN THE SCHOOL YEARS 1951-52 THROUGH 1954-55 AND THE NUMBER OF DISTRICTS OFFERING SUCH SERVICES**

Type of Handicap	1951-1952				1952-1953				1953-1954				1954-1955			
	Individual Instruction		Special Day Classes		Individual Instruction		Special Day Classes		Individual Instruction		Special Day Classes		Individual Instruction		Special Day Classes	
	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils
Deaf	5	38	12	407	10	11	9	374	8	18	14	422	10	10	12	449
Blind	4	4	6	133	1	1	6	146	1	1	3	136	4	14	5	157
Cerebral Palsy	20	33	22	647	23	37	20	632	31	63	17	647	30	64	19	737
Orthopedic	116	422	12	408	121	409	12	384	132	597	15	389	175	1,040	17	565
Hard of Hearing	29	*1,454	13	132	32	*1,345	11	137	30	*1,476	17	198	39	*1,403	16	251
Speech Defect	187	*36,833	5	151	211	*40,059	4	153	199	*41,724	5	191	231	*50,720	--	--
Partially Sighted	17	68	6	110	11	14	7	117	8	10	7	120	15	34	5	119
Lowered Vitality	182	1,244	13	589	178	1,635	10	562	197	1,415	13	782	213	1,773	12	707
Mentally Retarded	--	--	--	**	--	--	93	7,575	--	--	106	7,909	--	--	131	8,558
Severely Mentally Retarded	--	--	--	**	--	--	9	108	--	--	12	181	--	--	15	269

\* Remedial instruction.

\*\* No report.

TABLE 3

NUMBER AND TYPE OF HANDICAPPED PUPILS IN SPECIAL DAY CLASSES AND RECEIVING INDIVIDUAL INSTRUCTION IN HIGH SCHOOL DISTRICTS IN THE SCHOOL YEARS 1951-52 THROUGH 1954-55 AND THE NUMBER OF DISTRICTS OFFERING SUCH SERVICES

Type of Handicap	1951-1952				1952-1953				1953-1954				1954-1955			
	Individual Instruction		Special Day Classes		Individual Instruction		Special Day Classes		Individual Instruction		Special Day Classes		Individual Instruction		Special Day Classes	
	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils
Deaf	5	40	3	121	2	2	2	104	2	2	2	80	2	2	2	83
Blind	--	--	2	50	--	--	2	56	1	1	3	64	1	1	1	66
Cerebral Palsy	7	29	4	53	2	2	4	70	3	5	4	64	5	6	4	57
Orthopedic	37	165	3	73	40	181	2	81	46	227	5	95	49	297	4	80
Hard of Hearing	9	*778	3	32	10	*507	3	40	9	*584	5	47	8	*686	3	25
Speech Defect	22	*2,980	1	11	22	*1,729	--	--	20	*2,081	1	3	23	*2,653	--	--
Partially Sighted	3	42	2	97	4	6	2	77	2	2	3	76	3	4	2	69
Lowered Vitality	60	937	3	143	63	759	6	179	67	700	4	109	77	936	5	133
Mentally Retarded	--	--	--	**	--	--	21	716	--	--	25	660	--	--	40	1,145
Severely Mentally Retarded	--	--	--	**	--	--	--	--	--	--	--	--	--	--	--	--

\* Remedial instruction.

\*\* No report.

TABLE 4

NUMBER AND TYPE OF HANDICAPPED ELEMENTARY SCHOOL PUPILS IN SPECIAL DAY CLASSES AND RECEIVING INDIVIDUAL INSTRUCTION PROVIDED BY OFFICES OF COUNTY SUPERINTENDENTS OF SCHOOLS IN THE SCHOOL YEARS 1951-52 THROUGH 1954-55 AND THE NUMBER OF DISTRICTS USING SUCH SERVICES

Type of Handicap	1951-1952				1952-1953				1953-1954				1954-1955			
	Individual Instruction		Special Day Classes		Individual Instruction		Special Day Classes		Individual Instruction		Special Day Classes		Individual Instruction		Special Day Classes	
	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils	Number of districts	Number of pupils
Deaf	2	2	2	9	--	--	3	27	--	--	2	27	--	--	1	25
Blind	3	3	1	7	1	1	1	4	2	2	1	6	1	4	1	9
Cerebral Palsy	3	10	7	116	2	6	7	104	2	2	7	106	4	4	9	190
Orthopedic	11	71	2	35	13	70	4	78	11	84	7	130	14	101	4	25
Hard of Hearing	--	*--	2	18	--	--	1	3	2	*10	--	--	3	*46	2	2
Speech Defect	--	*--	--	--	1	*60	--	--	4	*2,169	--	--	3	*2,623	2	2
Partially Sighted	3	5	2	14	4	6	2	18	1	1	4	21	3	7	2	19
Lowered Vitality	16	289	3	48	15	321	5	63	17	383	5	68	16	401	3	58
Mentally Retarded	--	--	--	--	--	--	32	1,567	--	--	--	1,907	--	--	36	2,104
Severely Mentally Retarded	--	--	--	--	--	--	5	48	--	--	10	160	--	--	15	291

\* Remedial instruction.

\*\* No report.



TABLE 5

NUMBER AND TYPE OF HANDICAPPED HIGH SCHOOL STUDENTS IN SPECIAL DAY CLASSES AND RECEIVING INDIVIDUAL INSTRUCTION PROVIDED BY OFFICES OF COUNTY SUPERINTENDENTS OF SCHOOLS IN THE SCHOOL YEAR 1951-52 THROUGH 1954-55 AND THE NUMBER OF DISTRICTS THAT USED THE SERVICES

[illegible]

**TABLE 6**  
**TOTAL NUMBER OF PUPILS IN SPECIAL DAY CLASSES AND RECEIVING INDIVIDUAL INSTRUCTION IN CALIFORNIA PUBLIC SCHOOLS IN THE YEARS 1951-52 THROUGH 1954-55 AND THE NUMBER OF DISTRICTS THAT MADE THE SERVICES AVAILABLE**

Type of Handicap	1951-1952		1952-1953		1953-1954		1954-1955	
	Individual Instruction	Special Day Classes	Individual Instruction	Special Day Classes	Individual Instruction	Special Day Classes	Individual Instruction	Special Day Classes
	Number of pupils	Number of pupils	Number of pupils	Number of pupils	Number of pupils	Number of pupils	Number of pupils	Number of pupils
Deaf	85	722	14	787	21	797	14	828
Blind	9	204	2	254	5	235	20	305
Cerebral Palsy	82	1,134	59	1,216	90	1,249	96	1,547
Orthopedic	1,100	786	1,276	879	1,468	1,099	2,220	994
Hard of Hearing	*3,423	229	*2,953	226	*3,428	304	*4,002	325
Speech Defect	*54,782	189	*64,774	153	*70,580	204	*86,533	2
Partially Sighted	118	277	30	298	93	353	127	342
Lowered Vitality	3,509	1,386	3,997	1,344	3,879	1,348	4,680	1,343
Mentally Retarded	--	14,898	--	14,470	--	15,781	--	17,488
Severely Mentally Retarded	--	**	--	365	--	608	--	889

\* Remedial instruction.  
 \*\* No report.

## A SURVEY OF EXCEPTIONAL CHILDREN IN SACRAMENTO COUNTY—ABSTRACT OF A REPORT

LEO PALMITER, *Assistant County Superintendent of Schools and  
Director of Education and Research, Office of the Sacramento  
County Superintendent of Schools*

Providing services for exceptional children living in Sacramento County was discussed at a meeting held on November 7, 1952. Personnel representing the Sacramento City Unified School District, the office of the Sacramento County Superintendent of Schools, and the Bureau of Special Education, State Department of Education, and interested lay people were invited to participate. Elise H. Martens, former chief, and Arthur S. Hill, Chief of the Exceptional Children's Bureau, U. S. Office of Education (now the U. S. Department of Health, Education, and Welfare), participated in the meeting as consultants. During the discussions it was pointed out that various degrees of service were being offered exceptional children in different areas of the country and that much needed to be done by way of planning a total program for the children. The discussion group, however, held the opinion that before any further services were planned, a comprehensive identification of exceptional children living in the county was necessary and recommended that a survey be made to find all the exceptional children living in the county.

### PURPOSES AND PROCEDURES

The Sacramento County Superintendent of Schools appointed a steering committee to outline the purposes of the survey and the procedure to be employed in making the survey. This committee consisted of representatives from Sacramento City Unified School District, several other school districts in

the county, the Bureau of Special Education of the State Department of Education, the Sacramento County Health Department, the Third District Parent-Teachers Association, and the office of the County Superintendent of Schools.

The committee outlined two major purposes for the survey: (1) to enumerate the known exceptional children as rapidly as possible so that the school districts would have the information required to determine what facilities were needed; and (2) to identify all children in need of special educational services in order that adequate educational provision could be made for them.

The information was to be secured from teachers' reports and the records of the County Health Department. A questionnaire was devised and sent to all teachers in the county. This questionnaire provided for teachers forms on each type of exceptional children: blind, partially seeing, deaf, hard of hearing, cerebral palsied, crippled, speech defective, mentally retarded, gifted, and other exceptional children.

Each questionnaire was divided into three parts:

- Part I. The children in school *known* to be exceptional
- Part II. The children in school who were *suspected* of being exceptional
- Part III. The children *not in school* but *suspected* of being exceptional

Samples of a survey form appear on the next page.

From the information submitted on Part I of the questionnaire, it was hoped enough data might be obtained to plan the administrative organization of the program, to determine the best locations for proposed centers, and to provide each school district with information it could use in planning facilities, an essential step for qualified districts that wished to secure State building aid. It was further anticipated that the information secured on Parts II and III of the questionnaire would enable school officials to outline a plan for a detailed screening and examination of all children suspected of being exceptional and to identify them accurately. On the basis of

Sample of Form  
**SACRAMENTO COUNTY EXCEPTIONAL CHILD SURVEY**  
**INSTRUCTIONS FOR FORM I**  
**BLIND**

Blind children are those who either do not see at all, or see so poorly that they cannot use their vision in reading, writing, and other school learning activities. These children usually have a vision loss of 20/200 or greater in the better eye as determined by a standard vision test. These children, since they do not see well enough to function with printed material, need to employ their hearing and touch in lieu of their sight in their schooling.

Teachers are requested to report the following information on Form I.

**Part I. Children in class known to be blind.**

Please list children in your class that you know are blind, or who have a vision loss of 20/200 or greater in the better eye or those diagnosed by an eye specialist as being blind. Please give child's full name, birth date (month, day, and year) and the address of his residence. A street address is requested instead of route, box numbers, whenever possible.

**Part II. Children in class that appear to be blind.**

Please list children in your class whom you suspect to be blind but who have had no professional diagnosis.

**Part III. Children not in school that appear to be blind.**

Please list children not in your class but known or reported to you to be in the area served by your school whom you believe are, or may be, blind. This includes pre-school age children (3-5 years) as well as school age children (5-16 years). Please list name, birthdate, sex and address.

SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_  
 TEACHER \_\_\_\_\_ GRADE \_\_\_\_\_ NO. IN CLASS \_\_\_\_\_

NOTE: Please do not fill in this form until you have read the instructions completely on previous page of instructions.

**Part I. Children in class known to be blind.**

	NAME	BIRTH DATE	SEX	ADDRESS
1.				
2.				
3.				

**Part II. Children in class that appear to be blind.**

	NAME	BIRTH DATE	SEX	ADDRESS
1.				
2.				
3.				

**Part III. Children not in school that appear to be blind.**

	NAME	BIRTH DATE	SEX	ADDRESS
1.				
2.				
3.				



this information programs could be developed to provide for each exceptional child the special educational opportunities and special services he needs.

Committees were assigned to list the exceptional children from the records of the County Health Department. Officials of the Sacramento City Unified School District requested the classroom teachers in their district to list the gifted and the other exceptional children. The information on the remaining eight classifications was furnished from the records of the central office of the Sacramento City Unified School District.

Questionnaires were distributed to teachers in all the school districts except Sacramento Unified School District. Out of a total of 1,236 questionnaires distributed 1,099 were completed and returned. Only one school district failed to return completed questionnaires. The schools from which completed questionnaires were received enrolled more than 99 per cent of all children enrolled in schools in the county exclusive of the Sacramento Unified School District.

The names of children reported by the teachers and obtained from the files of the health department were listed on 3 x 5 cards. The completed cards carried the child's name, birth date, age, district of residence, school, type of exceptionality, and classification (Part I, II, or III). Alphabetical lists of children's names in each exceptional group were also made. These lists were used as work sheets by the subcommittee. Table 1 shows a comparison of the number of exceptional children with each type of difficulty reported by teachers with the number expected to be found.

Subcommittees were selected to screen the lists of children in order to determine those who actually were exceptional and in need of special educational opportunities and those that needed further study to determine their exceptionality. These committees were made up of personnel specialized in the various phases of special education. They were selected from the staffs of the State Department of Education, the office of the County Superintendent of Schools, school districts in the



county, the County Health Department, and Sacramento State College. Staff members of the Bureau of Special Education, State Department of Education, served as consultants to the subcommittees.

TABLE 1

COMPARISON OF NUMBERS OF TYPES OF EXCEPTIONAL CHILDREN IN VARIOUS CATEGORIES REPORTED BY TEACHERS WITH THE EXPECTANCY OF NUMBERS AND PER CENT OF SUCH CHILDREN

Type of exception	Part I	Part II	Part III	Total number	Expectancy*	
					Number	Per cent
Blind.....	65	2	32	99	29	.05
Partially Seeing.....	140	635	91	866	117	.20
Deaf.....	67	17	35	119	29	.05
Hard of Hearing.....	418	563	49	1,030	586	1.00
Cerebral Palsied.....	48	18	90	156	64	.11
Crippled.....	164	315	251	730	586	1.00
Mentally Retarded.....	1,021	1,363	95	2,479	1,172	2.00
Gifted.....	--	--	--	1,039	1,172	2.00
Speech Defective.....	1,369	479	92	1,941	2,932	5.00
Other Exceptional.....	328	770	113	1,211	4,463	4.20
TOTAL.....	3,620	4,162	848	9,670	9,150	15.61

\* Per cent of expectancy is from the Report of Special Services Rendered to Exceptional Children in California Public Schools, Survey Conducted by the State Department of Education, Bureau of Special Education, in April, 1951.

It was intended that each subcommittee would gather information verifying that the children reported were exceptional and, in the light of these data, would make recommendations concerning the following:

1. The administrative organization necessary to meet the needs of the exceptional child in Sacramento County
2. School District, County Superintendent of Schools, and State responsibilities for producing the required services
3. The location of special education centers and classes
4. The identification of, and services for, exceptional children involving testing and recommendations for placement in special classes or remedial instruction
5. Other recommendations

The screening subcommittees also evaluated the survey, listing weaknesses and strengths, and made recommendations concerning the survey procedure. Each of them also provided a bibliography regarding the type of exceptional child with which the committee was working.

The final report of the survey included tables that showed the number of children reported in each part of the survey and the distribution of children by school district and age group as well as the expectancy for each school district and the entire county. One chapter of the total survey report was devoted to the procedures and results of the screening committee; another chapter, to the summary of the recommendations; and a third chapter was devoted to the evaluation and the appendix, which included copies of all forms used in the survey and a complete bibliography.

#### EVALUATION

There were two reasons for including in the survey report a section on evaluation. The first reason was to discover if the survey accomplished what was intended, which was (a) to enumerate the *known* exceptional children as rapidly as possible, (b) to identify and locate *all* children in need of special educational services so that they might be provided for adequately. The second reason was to acquaint personnel in other counties or school districts that may be contemplating similar surveys with the procedure used in making the survey and to provide them with information regarding its strengths and weaknesses.

The survey provided a list of the known exceptional children in the county. Many school districts have used the results of the survey to plan facilities and services for their exceptional children. Arranging the survey forms in three parts did not speed this identification as planned. It was found that many children listed in Part I were not exceptional. Some of the children listed in Part II were obviously exceptional cases, and many of the children listed in Part III were actually in schools.

It was necessary, therefore, for the subcommittees to review all of the lists before they could be certain that the *known* cases had been properly identified.

There was a feeling expressed by many teachers that the three parts and the accompanying detailed instructions made the survey forms too cumbersome. A one part survey form would have accomplished the same purpose in the same amount of time and would have been less confusing to the teachers.

It is strongly suggested that school superintendents who are contemplating similar surveys make certain that adequate staff, both professional and clerical, are available to complete the job as rapidly as possible and that adequate time be given to the survey.

The special facilities and services available to exceptional children have greatly increased since the survey in 1952. As shown in Table 2, other factors undoubtedly have been instru-

TABLE 2

COMPARISON OF NUMBERS OF EDUCATION FACILITIES AND SERVICES AVAILABLE FOR EXCEPTIONAL CHILDREN IN SACRAMENTO COUNTY IN THE SCHOOL YEARS 1952-53 AND 1956-57

Type of facility	School years 1952-53	School years 1956-57
Centers for Cerebral Palsied and Orthopedically Handicapped.....	1	2
Centers for Blind.....	1	2
Centers for Partially Seeing.....	1	2
Elementary Classes for Mentally Retarded (9801.1).....	22	31
Secondary Classes for Mentally Retarded (9801.1).....	0	11
Elementary Classes for Severely Mentally Retarded (9801.2).....	5	14
School Psychologists.....	3	11
School Psychometrists.....	1	2
Speech Correctionists.....	9	22½
Audiometrists.....	--	44

mental in this increase in facilities and services. However, it is felt that the survey had a major role in this development. The survey provides schools in Sacramento County with factual data on which to develop a sound program, and as the recommendations are carried out, it is safe to assume that there will be an educational program adequate to serve *all* exceptional children in Sacramento County.

## CONSIDERATIONS IN ADJUSTING THE INSTRUCTIONAL PROGRAM FOR EXCEPTIONAL CHILDREN<sup>1</sup>

MAYME CHARVO, *Supervisor, Special Education, Bakersfield Elementary School; and MRS. DOROTHY HAMLIN, General Supervisor, Co-ordinator in Curriculum for Mentally Retarded Minors, Office of the Tulare County Superintendent of Schools*

Exceptional children are those who deviate from the normal in physical, mental, emotional, or social characteristics to such an extent that they require special instruction and other special services in order to make a satisfactory adjustment to the public school program. Among this group are the visually handicapped including the blind and partially seeing; the aurally handicapped including the deaf and hard of hearing; the orthopedically handicapped including the cerebral palsied, the speech handicapped, the mentally retarded, and children with special health problems.

The special instruction that is given children with each type of handicap is designed to help them compensate for their handicap to the full extent of their abilities. To make this provision it is necessary to have full information regarding the extent of each child's handicap, his ability, and his background of experience. This information is secured by utilizing in a case study the results of physical and psychological examinations and all other available information that can be secured through conferences with the child's parents and specialists in the field of special education. The information thus collected is then used as a basis for determining ways in which the school environment will be modified; what special equipment and supplies will be used; what modification will be made of the curriculum and what special methods of instruction

<sup>1</sup> Members of the Bureau of Special Education, Sacramento, contributed sections to this article.

will be used; how the pupil's schedule will be arranged; what special guidance procedures will be employed; the therapeutic and rehabilitative services that will be provided; and provisions for special transportation.

### SPEECH HANDICAPPED CHILDREN

The degree of severity of speech defects in children varies considerably. Many minor speech problems can be eliminated in the primary grades by training children to listen with discrimination and to perceive with accuracy. Speech activities carried on by the classroom teacher, under the guidance of the speech correctionist, may be sufficient to correct minor speech problems and to promote better speech for all children.

Cases of greater severity may require regular instruction by the speech correctionist in remedial classes or remedial instruction on an individual basis. Among these are speech problems associated with cleft lip and palate, cerebral palsy, extreme malocclusion, hearing impairment, and other physical anomalies. These, as well as the problems associated with delayed speech and stuttering usually require a combination of services, such as health or psychological services with speech correction.

Children enrolled in the speech correction program are excused from their regular classes to take remedial instruction. Careful consideration by the classroom teacher, principal, and speech correctionist must be given to the scheduling of these pupils so that regular class programs are not unduly disrupted by this special service.

There is also need for the classroom teacher and speech correctionist to work co-operatively in providing a social climate favorable to emotional adjustment, motivation for improvement of speech, situations favorable for the development of speaking experiences, recognition of minor improvements, modification of goals for those who are severely handicapped, and effective integration of newly acquired skills in everyday speech patterns in both the regular classroom and the remedial class.



The speech correction program should be developed co-operatively with the principal of the school. The speech correctionist's case load should be held to approximately 150 pupils in areas involving little travel. If there is a variety of extreme problems the case load should be less. Up-to-date waiting lists of pupils needing service should be maintained, and time should be provided for contacting parents and securing health and guidance services needed.

### DEAF CHILDREN

The curriculum adopted for normal hearing pupils should be used with deaf pupils insofar as it meets their educational needs. However, teachers of the deaf should make adjustments necessary in the curriculum to meet the group and individual requirements of deaf pupils. The slow development of language of deaf pupils must be taken into consideration in using curriculum materials.

Equipment similar to that found in regular classrooms is used. In addition, classrooms should contain special equipment, such as charts, visual materials, and group hearing aids commonly used in teaching deaf pupils. A large mirror on a flexible mounting is provided so that pupils can view their speech positions and articulation movements.

Methods of instruction for the deaf include the development of skill in lip reading, oral communication, auditory training of residual hearing, and language facility.

To facilitate the educational program for aurally handicapped children, adequate testing programs are mandatory.<sup>2</sup> Adequate space and a quiet environment are necessary for securing valid hearing test results. Self contained mobile units, built to specification for noise reduction and equipped with precision testing equipment, have proved a convenient and effective means for obtaining valid hearing test results. Mobile testing units are being currently used with success in various school districts throughout the state.

<sup>2</sup> Education Code Section 16482.



## HARD-OF-HEARING CHILDREN

Special instruction for hard-of-hearing children in the public schools is provided in two kinds of classes—special day classes and remedial classes. Certain hard-of-hearing children have impairments so severe that their communicative handicap prevents educational progress in regular classes. Hard-of-hearing children should be assigned to special day classes where there is opportunity to develop skill in basic vocabulary, lip reading, speech, language, and auditory comprehension. While these skills are being developed, the hard-of-hearing child must at the same time be receiving instruction in the various subjects.

Classrooms for hard-of-hearing children in special day classes need to be adequate in size, appropriately furnished, and equipped for the age groups they will accommodate. They should be located along the main corridors of the school building and should contain a rich assortment of teaching materials. The same curriculum as is provided for normal hearing pupils is used with hard-of-hearing pupils. Amplified sound, a group hearing aid, or individual hearing aids are used so pupils can hear instruction.

Remedial classes are planned to assist the child to overcome his handicap. In these classes he learns lip reading and to improve his speech. He does his general school work in the regular classroom. When children are assigned to remedial classes for certain periods of their school time, the special teacher of the hard of hearing contacts the classroom teacher to explain the child's individual need for an adjusted environment or curriculum and gives the teacher suggestions on how best to meet these needs in the classroom.

In his regular classroom the hard-of-hearing child should be seated in the front and to the side of the room so that he can see the teacher's face at all times. This arrangement also allows him to see the faces of the other children and enables him to read their lips as well as the teacher's. He should be allowed to change his seat to the most favorable position for him at any particular time. Other children in the room should be aware

of the child's limitation and his dependence on reading lips. They should face the child when speaking and stand where light will fall upon their faces so that their lips can be read.

### BLIND CHILDREN

Blind children should have a teacher specially trained to see that their educational needs are met. These children should have free access to a room containing equipment and instructional materials to give them special training to help them keep up with seeing pupils in their regular classroom. Every effort should be made to de-emphasize the blind child's handicap and to minimize the extent to which attention is focused on him. Since the ultimate goal is to integrate the blind with the sighted, blind children should have opportunity to work in regular classes whenever possible. An "unsegregated" program for the blind offers opportunities to acquaint the child with his varied environment and helps him adjust to a seeing world.

Blind pupils require special skills in reading and writing Braille, touch typing, numerical computation, and musical notation. They also need to be oriented to their environment and taught foot travel. When possible, the instruction given should encourage the children to make full use of their remaining senses—touch, taste, hearing, smelling.

The special equipment needed to teach the blind includes a stylus and slate, Braille machines, talking book machines, typewriters, watches with Braille faces, and sound recorders. Objects, models, and special devices should be available to help the children to establish concepts of distance, shape, size, structure, and texture. Relief maps and globes will be needed. Textbooks and study materials are required in both Braille and recorded form.

The work of the special teacher and that of the regular room teacher must be closely integrated. They must plan together to supplement each other's programs. Close planning is important because the pupil has scheduled hours in the special classroom and also goes to it to get any special help he needs.

Periodic re-examinations are necessary to determine whether the condition of the eyes has changed. Since blind children must rely entirely upon their other senses, other physical defects (for instance, hearing or speech defects) should be given attention and treatment as needed.

#### PARTIALLY SEEING CHILDREN

Partially seeing children are those who, although seriously handicapped by visual impairment, have sufficient sight to make this sense their chief avenue of educational approach. They should have the advantage of a specially equipped classroom and a specially trained teacher to meet their individual instructional needs. These pupils should be involved in the daily learning activities carried on in regular classes with seeing pupils for as much of each day as their visual condition will permit. They should, however, have the instruction and direction of the special teacher for as much of each day as their visual impairment makes desirable as determined by the ophthalmologist, supervisor, nurse, and their special teacher. Factors taken into consideration in making this decision include the individual's visual difficulty and age at onset; the stage of his educational and general development; the adequacy of special equipment, supplies and materials; and the attitude of the regular teaching and supervising staff.

For many partially seeing pupils, the instructional procedures used should require minimum use of vision and emphasize the use of hearing as a mode of learning. Instruction in fine sewing, fine mechanical drawing, and other activities involving intensive use of the eyes should be avoided. However, the inclusion of the pupils in the practical arts program is important. Each partially seeing pupil should be helped to identify and understand conditions that afford him the optimum use of his vision and to learn the general and specific eye health practices that he should employ.

Special classroom equipment should include typewriters, sound recorders, magnifiers, reading glasses, reading racks, and

special lighting equipment. Special study materials will include large-print basic textbooks and supplementary instructional materials. Certain partially seeing pupils may require instructional material that is recorded or require a person to read their study assignments aloud. Special paper, pencils, and chalks are frequently essential. The special teacher must do all she can to see that these items and services are available for each partially seeing pupil who needs them.

Quality and quantity of illumination, both natural and artificial, are of the utmost importance for all children, but especially for those with serious seeing difficulties. Classrooms for partially seeing pupils should be equipped to provide in all parts of the room correctly diffused, distributed, directed, and controlled illumination without glare. In order to obtain the most efficient service from whatever system of illumination is provided, consideration must be given to the reflection factor of all surroundings. Movable furniture makes it possible for children to use that part of the room that affords the greatest eye comfort and efficiency.

Constant re-evaluation of visual acuity and routine medical examinations are necessary so that the partially sighted child may move out of the special program and into the regular classes if there has been improvement in his vision. This also requires time and a close working relationship between the special teacher, ophthalmologist, and parents.

#### CEREBRAL PALSID CHILDREN

Many educable children with cerebral palsy can be helped to overcome or compensate for their handicaps to the extent that they can learn the fundamental skills and understandings that they will need to live full and wholesome lives. The extent to which the child will be successful in making such adjustment depends upon the severity and nature of the handicapping condition, the child's ability, the strength of his motivation, and the type of help he is given. Once he is helped through the initial adjustment in the special class, he will be

able to work with others in a regular class and finally take his place in the world with a fair prognosis of success.

The aim of the educational program is governed by the ideals and purposes common to all education. The curriculum is as nearly as possible like the one for regular classes, with necessary adaptations for those who are unable to carry on activities as complex or comprehensive as those carried on in regular classes. Class enrollments are kept small so that work can be individualized and each child permitted to advance according to his capabilities. Stress is placed on activities which motivate speech and language growth, develop eye-hand co-operation, and encourage independence. Physical and occupational therapy are provided and administered by qualified therapists when treatment is recommended by the child's physician.

A variety of equipment is used to help cerebral palsied children. Wheel chairs, helmets, respirators are but a few of the devices used to aid these children. Specially built tables and chairs are a necessity for some of the children.

#### ORTHOPEDICALLY HANDICAPPED CHILDREN

Whenever their physical abilities permit, orthopedically handicapped children should attend regular classes. However, those who are physically unable to attend regular classes should be enrolled in special day classes or be provided home instruction. In either instance, the equipment used should be the kind that will facilitate their learning. Page turners for those who cannot otherwise read books and electric typewriters may be needed for children who do not have sufficient arm use to handle materials. As in the case of the cerebral palsied, equipment for the orthopedically handicapped may include wheel chairs, helmets, braces, and a variety of other devices.

#### MENTALLY RETARDED CHILDREN (Education Code 9801.1)

... The needs of the majority of mentally retarded pupils will best be met in special classes in a regular school situation where



these classes are offered as a special service and considered as a part of and not apart from the regular school program. This kind of organization affords an opportunity to mentally retarded pupils to enter into general school activities with other pupils of their own age, and makes it possible for them to receive the same general services given to pupils in regular classes . . . classrooms assigned to mentally retarded minors should be like those assigned to other pupils enrolled in a school. . .

The nature of the activities to be carried on in a specific class determines to a large extent the kind of furnishings and equipment required. Movable furniture which lends itself readily to rearrangement for group work, ample cupboard and storage space, a sink and running water, room-darkening equipment to permit the use of certain visual aids, and about twice as much bulletin as chalk-board space are items of basic importance in the special class program. Because the curriculum emphasizes meaningful experiences and life-centered learnings, handcraft and homemaking activities should be provided.<sup>8</sup>

The objectives for the education of mentally retarded children must be simple and practical in nature. Physical efficiency, happy social relationships, wise use of leisure time, earning capacity, ability to spend wisely, and acceptance of home and community responsibility are of major importance.

Since mentally handicapped children mature mentally and socially at a slower rate than normal children, the educational program offered them must be keyed to this slower rate of development, and teachers must be prepared to improvise, adapt, and adjust instructional materials accordingly.

Instruction must be organized around the interests, needs, and ability of each child.

. . . For young pupils, simple units of school work may be organized around such broad areas as personal cleanliness and neatness, speech training through simple stories and word games, and social experiences that present an opportunity to discuss and dramatize

<sup>8</sup> Francis W. Doyle; Eli M. Bower; and Flora M. Daly. *Information Regarding the Education of Mentally Retarded Minors in California*. Bulletin of the California State Department of Education, Vol. XXIV, No. 10, August, 1955, pp. 13, 14, 15.

home, school, and community relationship. Older pupils should have an opportunity to engage in activities which will help prepare them for adult life. Such activities might include getting along with various types of people, homemaking, prevocational activities, health and physical development experiences. [Retarded children] must be able to get along well with their associates, respect the rights of others, and respect the laws of their country . . . they must learn how to enjoy their leisure time through hobbies or in fellowship with others in group activities. Therefore, social experiences should be an important part of the entire curriculum.<sup>4</sup>

#### SEVERELY MENTALLY RETARDED CHILDREN

Severely mentally retarded minors are defined in Education Code Section 9801.2 as "mentally retarded minors who do not come within the provisions of Section 9801.1, who are five or more, and less than 18 years of age, and who may be expected to benefit from special educational facilities designed to educate and train them to further their individual acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment . . ."<sup>5</sup>

The broad goal of a training program for these children should include training in personal care, muscular and motor co-ordination, health education and safety, communication, and social development. In school systems using Edgar A. Doll's Vineland Social Maturity Scale as a guide in organizing the curriculum, slightly different terminology will be employed to identify the major areas of training. The organizing categories of this scale are self-help, locomotion, communication, socialization, occupation, and self-direction.

Since the aim of this program is to further the individual acceptance, social adjustment, and economic usefulness of these pupils in their own homes and within a sheltered environment, goals must be adjusted accordingly. Planned instruction is necessary to teach a severely retarded child to use a knife and fork,

<sup>4</sup> *Ibid.*, p. 18.

<sup>5</sup> Education Code Section 9801.2.

to lace his own shoes and manage his own clothing, to respond to conversation and communicate his needs to others, to listen, to take his turn and give way to others, to follow directions, and carry to completion simple assignments which are within the range of his ability and understanding.

The most successful daily programs for these pupils appear to consist of a series of individual activity periods interspersed with brief periods when some or all of the pupils gather around the teacher for direction and guidance.

Since these children learn through demonstration and practice, verbal instructions should always be held to a minimum.

Curriculum activities which appear to be common to most daily programs are reported in the literature under three headings: first, daily training activities which require regular classroom practice at the same time and in the same manner each day; second, diversional activities, including music, rhythms, free and directed play; and third, language and number development activities . . . these children do not profit to any marked degree by following a so-called academic program, since they are unable to apply their limited learnings in this field to the everyday affairs of life. However, many of the activities recommended for reading and number readiness programs can be adapted to the needs of the severely mentally retarded children, thereby assuring them some training in visual and auditory discrimination, vocabulary and speech development, use of language and numbers, and recognition of words bearing directly on their safety and protection.

The teacher's plan of procedure in classes for severely mentally retarded pupils will be affected by a number of factors, such as the mental and chronological age span of the children enrolled, the length of the school day, the transportation facilities, and the availability of matron services.<sup>6</sup>

<sup>6</sup> Francis W. Doyle; Eli M. Bower; and Flora M. Daly. *Op. cit.*, pp. 29-30.

## NEEDS IN SPECIAL EDUCATION—A LOOK TO THE FUTURE

EVA DALANDER, *Consultant in Elementary and Secondary Education  
San Joaquin County*; and JAMES STEFAN, *Director of Special  
Education, Monterey County*

A questionnaire dealing with problems which are encountered in the field of special education was distributed to 32 selected persons who have responsibilities as teachers, supervisors, or administrators in the field to secure their opinions regarding each of the problems. The problems dealt with in the questionnaire were those pertaining to finding qualified teachers, educating children with multiple handicaps, housing for special schools and classes, curriculum materials, the attitudes of school personnel toward special education, adequacy of State financing, relationships with agencies concerned with children's welfare, and transportation for handicapped children. The questionnaire was accompanied by a request for its completion and for each respondent to write a brief description of what he believed to be the major problem in the field of special education and of any trends that he had observed.

Completed questionnaires and the other information requested were received from 20 persons. Their names and positions follow:

Ed Ahrens, Principal, Special Training Center, Long Beach  
Rodger Bishton, Assistant Professor of Education, Sacramento State  
College  
Verna Breinholdt, Consultant in Speech Education, Orange County  
Frances Caine, Supervisor, Atypical Classes, San Francisco Public  
Schools  
Rosalie Calone, Principal, Frances Blend Elementary School, Los  
Angeles  
Reginald Corder, Co-ordinator of Special Services, Stanislaus  
County

- Mary Jane DeWeerd, Teacher of Deaf, Franklin School, Santa Ana  
David Fils, Consultant in Special Education, Los Angeles County  
Agnes Frye, Consultant in Speech Correction, State Department  
of Education  
June Giddings, Supervisor, Special Education, Long Beach Public  
Schools  
Marvin Groelle, Supervisor, Special Training Classes, Oakland  
Public Schools  
Alice Michael, Consultant in Speech, Monterey County  
Dorothy Misbach, Consultant in Education of the Visually Handi-  
capped, State Department of Education  
Tom Murphy, Co-ordinator, Special Education, Santa Barbara  
Public Schools  
Kathryn Stasney, Supervisor of Speech-Hearing, Alhambra Public  
Schools  
Margaret Thomas, Director of Guidance, Special Education, Fresno  
Public Schools  
Ruth Wallace, Teacher of Deaf, Enterprise Elementary School  
District, Compton  
Lester Wandell, Principal, Washington School, Hawthorne  
Mabel Whitehead, Assistant Professor, San Francisco State College  
Dorothy Ziebach, Teacher of Deaf, Oakland Public Schools

Although the number of persons who participated in the study was small, each phase of special education was represented by one or more individuals who had a sufficient background of experience in special education to speak with authority. Not all the information collected is presented in this article, but that which is presented makes apparent certain of the problems with which special education is faced.

#### TEACHER SHORTAGE

Almost all of those who took the time to answer the questionnaire acknowledged the shortage of qualified teachers as the most severe problem. Lester Wandell, Principal of the Washington School in Hawthorne, wrote:

A major need is that of the qualified teacher for the special education classroom. There is, in my opinion, a lack in the counseling



and screening of people going into the field. Many prepare for this field because the demand is great. A trend, I feel, is that of encouraging those teachers in our school systems who are considered to be outstanding or superior teachers to take up special training to qualify for positions teaching the handicapped.

Rodger Bishton, Assistant Professor of Education, Sacramento State College, had this to say about the teacher shortage:

In all areas of special education we need to develop the know-how of attracting top-flight teachers to the field. The challenge and opportunities are here, but how can we communicate this to prospective teachers.

Mrs. Kathryn Stasney, Supervisor of Speech-Hearing, Alhambra Public Schools, tells of the need for qualified teachers:

Personnel still is our greatest problem. The emotional maturity, physical stamina, wisdom, and understanding required of teachers of the deaf child, to say nothing of adequate training, make the qualified teacher the rarest of gems indeed. We need much better screening of candidates for special credential training.

Everyone is in agreement that dynamic state-wide programs of teacher recruitment are needed to keep teaching standards at a high level. Various organizations offer scholarships to prospective teachers of handicapped children. The California Congress of Parents and Teachers has for several years offered attractive scholarships to qualified people planning careers in special education.

#### CHILDREN WITH MULTIPLE HANDICAPS

Almost all the people who responded to this questionnaire acknowledged the fact that children with two or more serious handicaps present a severe educational problem. Dorothy Misbach, Consultant in Education of the Visually Handicapped, State Department of Education, made the following comment regarding work with children who have multiple handicaps.

In the area of multiple handicaps, we have done little more than recognize a need for work with the mentally retarded blind child,

the deaf blind child, the hard-of-hearing and partially seeing child, and the cerebral palsied blind child. Study should also be made of visually handicapped children with severe emotional problems.

Few special schools feel properly prepared to accommodate children who have two or more severe disabilities. One reason for this is that each area of handicap has its specialized teachers, its schools, and its classes. These specialized teachers feel that while they are helping a child compensate for one handicap, they are neglecting the other.

#### HOUSING SPECIAL SCHOOLS AND CLASSES

Housing for special classes was another area of concern. However, many school districts have made great strides recently in securing housing for special classes. State legislation passed in 1955 has been helpful to qualified school districts in the construction of classrooms for exceptional children.

#### CURRICULUM MATERIAL FOR SPECIAL EDUCATION CLASSES

Half of those responding to the questionnaire checked securing curriculum material as presenting a moderate problem. Several, however, checked the lack of adequate materials as posing a severe problem.

Frances Caine, Supervisor, Atypical Classes, San Francisco Unified School District, wrote:

One need is material to interest the children. This is especially true of the mentally retarded, also of the deaf and the cerebral palsied.

A private organization, the Committee to Aid Visually Handicapped Children, San Francisco Section, National Council of Jewish Women, has done fine work in preparing large-print books. These books have been made available to teachers of partially seeing children. Volunteer workers in other parts of the state have prepared Braille materials for children who are blind. Thus progress is being made in preparing appropriate subject matter for handicapped children.

### OTHER AREAS OF CONCERN

Comments were made concerning a number of problem areas. These included transportation of handicapped children, relationship and teamwork with other agencies, screening and diagnosis, physio-therapy, parent co-operation, problems of children who are gifted or are emotionally disturbed.

Concerning the latter category, Mrs. Ruth Wallace, of the Enterprise School District, Compton, wrote:

We have no local agency to help an emotionally disturbed child come to grips with reality. He is a problem to himself, the teacher, and his classmates when he is at school. In one such case we could find no one to help. The child was dangerous to himself and to other children. His parents withdrew him from school, but of course that was not solving the child's problem.

This concern with "the child's problem" is characteristic of California schools. They prefer to help a child solve his problems rather than to have the child withdraw from school. There are times, however, as Mrs. Wallace states, when there appears to be no choice.

### A LOOK TO THE FUTURE

California's program of special education is moving ahead. Those who are engaged in this phase of California's expanding school program are sharply aware of the challenges ahead. Many handicapped children, in addition to their educational problems, which are considerable, also have severe psychological or health problems. Ideally, therefore the special education program integrates with the regular education program, and co-operates with the public and private agencies serving the handicapped child. Only in this way can each of these children receive the best educational opportunity.

It would appear that those in the field of special education are aware of the problems that must be met in developing services for exceptional children. As curriculum materials are developed, people are trained for this specialized work, and as the various disciplines pool forces to work for exceptional children these problems will be met.

SPECIAL EDUCATION PUBLICATIONS OF THE  
CALIFORNIA STATE DEPARTMENT  
OF EDUCATION

BOWER, ELI MICHAEL. *The School Psychologist*. Bulletin of the California State Department of Education, Vol. XXIV, No. 12, November, 1955.

The role of the school psychologist is portrayed. Early chapters deal with typical cases referred to the school psychologist, assumptions and considerations in making case studies, and use of projective techniques in school situations. The case conference, what happened to children referred, the psychologist's relation to the teacher and the parent, and his role in providing leadership in mental health education are treated in later chapters.

DOYLE, FRANCIS W.; BOWER, ELI MICHAEL; and DALY, FLORA M. *Information Regarding the Education of Mentally Retarded Minors in California*. Bulletin of the California State Department of Education, Vol. XXIV, No. 10, August, 1955.

A revision of the 1950 bulletin, *Questions on the Education of Mentally Retarded Minors in California*, this bulletin brings up to date information concerning the laws and regulations relating to severely mentally retarded minors and the education of the educable mentally retarded. Answered are questions regarding special training classes for educable mentally retarded minors and severely mentally retarded minors.

GIFFORD, MABEL F. *Speech Correction in the Elementary School*. Bulletin of the California State Department of Education, Vol. XVII, No. March, 1948.

This bulletin offers practical suggestions to elementary school teachers on how to improve the speech skills of their pupils. It is aimed primarily at helping the classroom teacher correct functional speech defects and to help children overcome incorrect habits of speech.

GORE, BEATRICE S., and STODDARD, JANE. *Teaching the Cerebral Palsied Child*. Bulletin of the California State Department of Education, Vol. XXIII, No. 7, November, 1954.

This bulletin describes the five types of cerebral palsied children, explains factors influencing their learning, and suggests ways of educating them. A good school day for such a child is described at the pre-primary, primary, and advanced level. Photographs of children at work in the schools are shown. Line drawings illustrate how to make certain equipment used in helping the cerebral palsied child to learn.

*A Guide for Hearing Testing of School Children in the Public Schools of California*. Recommendations of California State Department of Public Health and California State Department of Education. Sacramento: California State Department of Education, 1954.

This Guide aims to help school districts carry out the mandate of the Legislature to test the hearing of each child enrolled in the schools. It was prepared by the Study Committee on Hearing Testing appointed by the California State Joint Committee on School Health. The publication tells the purposes and problems of the hearing conservation program, its administration, and follow up.

*A Guide for Vision Screening of School Children in the Public Schools of California*. Recommendations of California State Department of Public Health and California State Department of Education. Sacramento: California State Department of Education, 1953.

A revision of the 1950 *Vision Testing of School Children*. This bulletin tells the requisites of the vision screening program, describes signs and symptoms of visual difficulty, and the follow up required. The guide's purpose is to aid school districts obey the mandate of the Legislature that sight of each pupil enrolled in the public schools be tested. It is illustrated with line drawings.

*Laws and Regulations Relating to Education and Health Services for Exceptional Children in California*. Sacramento: California State Department of Education, July, 1956.

The publication's purpose is to inform school boards, administrators, supervisors, and teachers of the laws and regulations pertaining to the



education of exceptional children to the end that they may be integrated as far as possible in regular classes of the public day schools. Sections deal with laws relating to education of physically handicapped and mentally retarded minors, state school building aid for exceptional pupils, credentialing of personnel, state residential schools, and health services for physically handicapped minors.

LYNNDELLE, VIVIAN. *Education of the Aurally Handicapped*. Bulletin of the California State Department of Education, Vol. XXII, No. 2, January, 1953.

This bulletin discusses procedures used to identify and educate aurally handicapped children—children whose hearing mechanisms are impaired to some degree. The first section describes aurally handicapped children and their problems, requirements for testing hearing, and use of hearing test results. The second section describes programs of special education for the aurally handicapped.

WATSON, CHARLES W. *A Guide to the Education of the Deaf in the Public Schools of California*. Bulletin of the California State Department of Education, Vol. XXIV, No. 5, August, 1955.

This guide will aid school districts in establishing and maintaining special education programs required by law for deaf children. Described are how the hearing mechanism functions, causes of deafness, and types of hearing difficulties. Testing for deafness, the deaf child and his relation to his parents, organization and operation of special day schools and classes for deaf children, hearing aids and agencies serving deaf children are also described. The publication is illustrated with line drawing and photographs.

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- HATHAWAY, WINIFRED. *Education and Health of the Partially Seeing Child*. New York: Columbia University Press, 1954 (third edition).
- HENDERSON, LOIS T. *The Opening Doors; My Child's First Eight Years Without Sight*. New York: John Day Co., 1954.
- LOWENFELD, BERTHOLD. *Our Blind Children: Growing and Learning With Them*. With a foreword by Herbert R. Stolz. Springfield, Ill.: C. C. Thomas, 1956.

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- BACKUS, OLLIE LUCY, and BEASLEY, JANE. *Speech Therapy With Children*. Boston: Houghton Mifflin Co., 1951.
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## ADMINISTRATIVE ASPECTS OF SPECIAL EDUCATION IN CALIFORNIA ELEMENTARY SCHOOLS

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The people of California have steadily maintained an interest in appropriate schooling for every child. They have made a tremendous effort to provide maximum educational opportunity for California's so-called normal children. Increasingly they are seeking to provide the best possible education for their children whose physical or mental capabilities deviate considerably from the so-called normal.

In moving to provide special instruction for handicapped children California has sought, wherever possible, to enable school districts to make the needed provisions. County superintendents of schools and state agencies are, therefore, under a continuing necessity to facilitate the development of special education facilities for handicapped children at the local level as soon as a district or a group of districts can offer appropriate special instruction.

### DISTRICT, COUNTY, AND STATE PROGRAMS

There are several ways in which special help for handicapped children may be provided by school districts. Which way is selected is determined largely by the nature of the handicap, the degree of severity of the involvement, and the general capabilities of the child himself. Physically handicapped minors may be given the special instruction they need in (a) regular day classes, (b) remedial classes, (c) individual instruction (home or institution), and (d) special day classes. Mentally retarded minors as defined in Education Code Sec-

tions 9801.1 and 9801.2 may have their needs met through special training schools and classes.

County superintendents of schools may, with the approval of their county boards of education, provide for the education of physically handicapped minors who otherwise would be denied proper educational advantages. In some instances, state residential schools are provided for handicapped children.

#### DEFINITION AND ELIGIBILITY

Any minor who, by reason of a physical impairment, cannot receive the full benefit of ordinary educational facilities is considered to be a physically handicapped individual and eligible for enrollment in programs provided for physically handicapped children. Children with speech disorders or defects, minors with physical illnesses or physical conditions which make school attendance impossible or inadvisable, deaf, blind, cerebral palsied, and orthopedically handicapped minors are considered to be physically handicapped. Any minor who, by reason of retarded intellectual development as determined by individual psychological examination, is incapable of being educated efficiently and profitably through ordinary classroom instruction is considered to be mentally retarded and is eligible for enrollment in programs provided for such children.

#### CLASS SIZE

The learning difficulties confronting children with physical or mental handicaps make it necessary to control the size of special classes for these children. The maximum class size for different handicapped children is given in Table 1 on the following page.

No maximum enrollments have been established at the state level for special day classes for partially seeing or hard-of-hearing children. Nor have there been any maximum enrollments established by the State for remedial classes maintained for any category of physically handicapped children. The size of

TABLE 1  
LEGAL MAXIMUM SIZE OF CLASSES FOR PHYSICALLY  
AND MENTALLY HANDICAPPED CHILDREN

Type of class	Maximum class size if age range is 4 years or under	Maximum class size if age range is over 4 years
Deaf.....	10	8
Blind.....	12	10
Cerebral Palsied.....	15	12
Orthopedically Handicapped.....	18	15
Mentally Retarded, I.....	18	15
Mentally Retarded, II.....	12	12
Special Physical Education Class.....	20	20

these classes is determined in terms of the learning difficulties and special needs of the particular pupils enrolled. Consultative service regarding any problem on this topic may be had upon request from the Bureau of Special Education.

#### SCHOOL DISTRICT APPROACHES TO PROVIDING PROGRAMS

A number of districts have a school age population of sufficient size that they are able to maintain special programs for their physically handicapped and mentally retarded children. In some instances such districts enroll a few handicapped or retarded children from other school districts, in which case the district of residence reimburses the admitting district on a per unit of average daily attendance basis for all costs entailed over and above state apportionments received for the operation of the program.

Many districts are so small that they do not have some categories of handicapped children in sufficient number for whom they feel able to establish their own special education facilities. In this case, generally one district in the group will establish facilities for one category of handicapped children such as the cerebral palsied, another for the deaf, and so on, the district of residence reimbursing the district maintaining the program.

### APPROACHES USED BY COUNTY SUPERINTENDENTS OF SCHOOLS TO PROVIDE PROGRAMS

In some instances, county superintendents of schools have found it necessary to establish and operate special programs for physically handicapped children. In a few instances, several county superintendents have joined in establishing and operating a facility at some central location to serve parts of the several counties participating. In both types of approaches some county superintendents have transferred these programs to school districts. In facilitating a transfer from the county to the district, some counties have shared a part of the cost for the first year or two during the transfer period. In those instances where county superintendents operate programs for physically handicapped children, districts utilizing the services reimburse the county superintendents on a per unit of average daily attendance basis for all costs entailed over and above state apportionments for operating the program. In other situations county superintendents of schools do not themselves establish special programs for handicapped but aid school districts to establish programs.

### FINANCIAL SUPPORT

In California any school district providing education for any child, normal or handicapped, at the elementary level has at least \$212 per unit of average daily attendance available to it each year to operate its instructional program provided a 60 cent tax rate is levied. The district has the \$212 made available to it from the following sources (1) state apportionments including (a) basic aid, plus (b) equalization aid to which the district may be entitled and (2) revenue derived from district taxation. In addition, districts can each year claim reimbursement from the State up to \$400 per unit of average daily attendance for excess expense entailed in providing special programs for these children. Also, in instances when blind, deaf, cerebral palsied, and orthopedically handicapped children are transported to special day classes, districts can each year claim

reimbursement from the state up to \$350 per unit of average daily attendance for transportation.

Some additional financial support is available for cerebral palsied programs which have matrons, occupational therapists, and physical therapists provided by the California State Department of Health. Districts providing readers for blind pupils, under Education Code Section 7101.1, can claim up to \$400 per unit of average daily attendance per year. Finally, state adopted textbooks in large print may be requisitioned without cost from the Bureau of Textbooks and Publications, State Department of Education, for partially seeing children.

School districts that maintain special programs for mentally retarded children under Education Code Sections 9801.1 and 9801.2 have the foundation program money of \$212 per unit of average daily attendance available. School districts operating programs for mentally retarded minors, Education Code Section 9801.1, can each year claim reimbursement for the excess current expense of educating and transporting mentally retarded minors enrolled in special day classes or schools. The district can claim an amount equal to 75 per cent of the excess current expense entailed but not in excess of \$150 per unit of average daily attendance of such minors.

The situation differs as regards severely mentally retarded minors, Education Code Section 9801.2. School districts operating programs for these children can each year claim reimbursements for the excess current expense of education to the district, excluding transportation, up to but not in excess of \$400 per unit of average daily attendance. In addition, the district can annually claim reimbursement for the current expense of transporting these children to special day classes or schools up to but not in excess of \$350 per unit of a.d.a.

School districts and county superintendents of schools may educate physically handicapped children not only by means of special day classes but through remedial class programs or individual instruction and can claim excess cost reimbursement for such educational programs.



Individual instruction for physically handicapped children may be provided by school districts or county superintendents of schools. In either instance the amount of excess cost reimbursement claimable from the state is the same per unit of average daily attendance as under remedial and special day class programs.

The school district in which the handicapped child lives has the responsibility for the transportation of physically handicapped or mentally retarded pupils to school where transportation is required for such children. Transportation is required for those whose physical or mental condition prevents their walking to school. It must be provided in all instances if the distance is greater than one mile regardless of whether the education for the child in question is furnished within or without the district. The school district or county superintendent operating the class or school may elect to arrange for the transportation to such facility of those handicapped children living or residing in other districts but may not be required to do so. School authorities required to transport handicapped children to school may themselves do the transporting or contract with parents or others to do the transporting. School authorities may elect to provide board and lodging in lieu of transportation for handicapped children attending full-time day programs.

#### HOUSING FACILITIES

Classrooms in which to educate physically handicapped and mentally retarded children have been in urgent demand. The shortage in classrooms has caused some areas to defer establishing special programs for these children while other areas have not been able to provide fully adequate programs because of makeshift or inadequate physical surroundings.

In some areas, notably the cerebral palsied, successive appropriations have been available from which grants have been made for building special facilities for these children. As a result the housing facilities available for cerebral palsied children are much more nearly adequate than is true for some

other categories of handicapped children in the State of California. School districts qualifying for building aid may qualify for loans to construct special classrooms for all categories of handicapped children from funds provided under the provisions of Education Code Section 7800. Such districts need pay back but 50 per cent of such loans; hence the state underwrites half of the cost of such facilities.

In a few instances county superintendents of schools have been in a position to secure an allocation from emergency funds, withheld from the county school service fund monies at the state level, to construct classrooms for physically handicapped or mentally retarded children. In some instances such funds have been supplemented either from private sources or by action of county boards of supervisors. The limited building help experienced from the County School Emergency Fund can no longer be expected with the reduction in the amount to be divided at the state level to this fund.

#### CREDENTIAL REQUIREMENTS

Teachers serving exceptional children are required to hold the credential to teach exceptional children appropriate to the handicapped group being taught. Except in the area of the deaf, teachers must hold a regular teaching credential before they can qualify for the appropriate special credential. In addition to this requirement, those wanting the credential to teach exceptional children are required to submit 24 semester hours of upper division or graduate work in the area of special education as well as in the area of specialization. The specific distribution of work in these last two varies according to the handicapped area being entered and is enumerated in California Administrative Code, Title 5, Education, Sections 291-394. Regulations and requirements for provisional credentials are set forth in California Administrative Code, Title 5, Education, Sections 622 and 622.5. Those interested in learning of colleges or universities in California accredited for training teachers of exceptional children at any given time may

request a listing of such schools from the Division of State Colleges and Teacher Education, California State Department of Education.

A brief digest of legal provisions relating to educational services for exceptional children in California follows:

## LEGAL PROVISIONS RELATING TO EDUCATION SERVICES FOR EXCEPTIONAL CHILDREN IN CALIFORNIA

### PHYSICALLY HANDICAPPED MINORS

Any minor who, by reason of a physical impairment, cannot receive the full benefit of ordinary education facilities . . . minors with speech disorders . . . minors with physical illnesses or physical conditions which make school attendance impossible or inadvisable shall be considered as being physically handicapped (Education Code Section 9602).

#### *Provisions for Eligibility*

A school district shall provide for testing and examination of physically handicapped children . . . (Education Code Sections 16481, 16482, 16483, 16484).

Physically handicapped minors may be admitted at age three to special schools or classes established for such minors (Education Code Section 9609).

. . . district may regulate eligibility for special instruction subject to standards prescribed by State Department of Education (Education Code Section 9610).

. . . enrollment in special facility not required if parent files evidence that the minor is receiving adequate educational advantages (Education Code Section 9603).

#### *Provisions for Instruction*

Instruction of physically handicapped minors may be provided by a school district . . . (Education Code Sections 9601, 9601.1, 9601.2, 9604, 9611, 9651).

. . . in special day schools or classes, remedial classes, individual instruction or under co-operative arrangements with the Bureau of Vocational Rehabilitation of the State Department of Education . . .

. . . or shall enter into contract for education facilities (Education Code Section 9601.2).

Individual counseling and guidance in social and vocational matters shall be provided as part of the instructional program for physically handicapped pupils (Education Code Sections 9605, 9606).

#### *Financial Provisions*

. . . attendance of all physically handicapped given instruction by a school district or by a county superintendent of schools shall be reported (Education Code Sections 6852, 6854, 6931, 6932, 6851).

. . . "excess expense" incurred by each school district for education of physically handicapped pupils. "Excess expense" defined in Education Code Section 9617.

. . . allowed to county superintendents of schools (county school service fund) for instruction provided elementary grade physically handicapped during preceding fiscal year, the same amount as the foundation program of an elementary school district . . . ; \$280 per average daily attendance for physically handicapped pupils of secondary grade (Education Code Section 7041).

#### *Transportation Provisions*

"Transportation" considerations defined . . . (Education Code Section 7012).

. . . a school district may provide for transportation of pupils assigned to special schools or classes for physically handicapped pupils, and shall provide transportation for those pupils whose physical handicaps prevent their walking to school (Education Code Section 9607).

. . . the school district in which any physically handicapped minor is actually living—shall provide transportation to the school at which education is furnished whether within or without the district (Education Code Section 9607.5).

#### **BLIND**

. . . When visual acuity in the better eye after the best possible correction is 20/200 . . . when peripheral field is contracted to such an extent that the widest diameter subtends an angle no greater than 20 degrees . . . when diagnosis by an eye or vision testing specialist is blindness or a condition leading to early blindness (California Administrative Code, Title 5, Education, Section 1320b).

*Provisions for Instruction*

. . . special day class size for blind limited to 10 if age spread is more than 4 years; to 12 if age spread is less than 4 years. (California Administrative Code, Title 5, Education, Section 193).

*Financial Provisions*

. . . within limitations of funds allowed, readers may be provided for blind pupils (Education Code Sections 7101.1, 7101.2, 7101.5, 16091).

*Transportation Provisions*

. . . within amounts provided by law, school districts and county superintendents of schools may be allowed an amount equal to the current expense during the preceding fiscal year of transporting blind pupils to and from special day classes, but not in excess of \$350 for each unit of average daily attendance of such pupils (Education Code Section 7018.1, California Administrative Code, Title 5, Education, Section 1321).

**PARTIALLY SIGHTED**

. . . When visual acuity in the better eye after correction is 20/70-20/200.

*Provisions for Eligibility*

. . . responsibility of district to test vision; records of tests shall serve as evidence of need of pupils for special facilities (Education Code Section 16482).

*Provisions for Instruction*

The State Board of Education shall provide adopted textbooks in large print for pupils enrolled in elementary schools whose vision acuity is 20/70 or less (Education Code Section 11181.2).

**DEAF**

The deaf are (1) those children whose hearing loss was sustained before speech and language were acquired, (2) whose loss is such that they are unable to understand and acquire speech and language through the sense of hearing even when sound amplification is provided, and



(3) those diagnosed by a hearing specialist as being deaf (California Administrative Code, Title 5, Education, Section 1320).

#### *Provisions for Eligibility*

. . . any minor over five years of age and less than twenty years of age who is deaf must be sent to a school or class for the deaf maintained by a school district or by the State (Education Code Section 17251).

#### *Provisions for Instruction*

. . . generally, special day classes for deaf are limited to communities where 18 to 24 deaf minors can be brought to a central point for instruction . . . Vivian Lynndelle, *Education of the Aurally Handicapped*, Bulletin of the California State Department of Education, Vol. XXII No. 2, 1953, p. 15.

Special day class size limited to 8 if age spread is more than 4 years; to 10 if age spread is less than 4 years (California Administrative Code, Title 5, Education, Section 193).

#### *Transportation Provisions*

. . . within amounts provided by law, school districts and county superintendents of schools may be allowed an amount equal to the current expense during the preceding fiscal year of transporting deaf pupils to and from special day classes, but not in excess of \$350 for each unit of average daily attendance of such pupils (Education Code Section 7018.1, California Administrative Code, Title 5, Education, Section 1321).

#### **HARD OF HEARING**

A child is considered hard of hearing when his "hearing ability with the assistance of a hearing aid, with or without auditory training, will enable him to understand and acquire speech and language through his hearing." Charles W. Watson, *A Guide to the Education of the Deaf in the Public Schools of California*, Bulletin of the California Department of Education, Vol. XXIV No. 5, 1955.

#### *Provisions for Eligibility*

. . . responsibility of district to test hearing; records of tests shall serve as evidence of need of pupils for special facilities (Education Code Section 16482).

*Provisions for Instruction*

. . . generally special day classes for the hard of hearing are limited to communities where approximately 25 pupils can be brought to a center for instruction . . . instruction is provided in remedial classes for pupils with slight hearing impairment and for hard-of-hearing pupils who are capable of working in regular classrooms successfully, provided they are given special instruction as it is needed. Vivian Lynndelle, *Education of the Aurally Handicapped*, Bulletin of California State Department of Education, Vol. XXII No. 2, 1953.

**ORTHOPEDICALLY HANDICAPPED (INCLUDING CEREBRAL PALSID)**

Those children whose locomotion has been seriously impaired by crippling due to infection, birth injury, congenital anomalies, traumatic causes, tumors, developmental diseases and other conditions (California Administrative Code, Title 5, Education, Section 1320).

The cerebral palsied . . . those who have been diagnosed by a competent physician as having an impairment of motor function by injury to certain portions of the brain which govern muscular control (California Administrative Code, Title 5, Education, Section 1320).

*Provisions for Eligibility*

. . . diagnosis by a competent physician (California Administrative Code, Title 5, Education, Section 1320).

. . . minor with cerebral palsy may attend a special class maintained by any school district for minors with cerebral palsy (Education Code Section 9607.1).

*Provisions for Instruction*

. . . size of special day class (including non-severely handicapped cerebral palsied) limited to 15 if age spread is more than 4 years; to 18 if age spread is less than 4 years (California Administrative Code, Title 5, Education, Section 193).

. . . class size for cerebral palsied limited to 12 if age spread is more than 4 years; to 15 if age spread is less than 4 years (California Administrative Code, Title 5, Education, Section 193).

*Financial Provisions*

. . . district of residence of minor with cerebral palsy shall pay district maintaining class costs for education of such minor (Education Code Section 9607.1).

### *Transportation Provisions*

. . . within amounts provided by law, school districts and county superintendents of schools may be allowed an amount equal to the current expense during the preceding fiscal year of transporting orthopedically handicapped (and cerebral palsied) pupils to and from special day classes, but not in excess of \$350 for each unit of average daily attendance of such pupils (Education Code Section 7018.1, California Administrative Code, Title 5, Education, Section 1321).

### *HOME AND HOSPITAL BOUND*

. . . minors with physical illnesses or physical conditions which make school attendance impossible or inadvisable shall be considered as being physically handicapped (Education Code Section 9602).

### *Provisions for Instruction*

Physically handicapped minors may be instructed: in the home through the employment of home instructors . . .

. . . in special schools or classes in hospitals, sanitoriums . . .

. . . by co-operative arrangement with the Bureau of Vocational Rehabilitation of the State Department of Education . . .

. . . by any other means approved by the State Department of Education (Education Code Section 9604).

### *Financial Provisions*

Each clock hour of teaching time devoted to individual instruction of physically handicapped pupils shall count as one day of attendance (Education Code Sections 6851, 6851.1).

. . . average daily attendance of pupils instructed in hospital (etc.) within or without the school district shall be credited to the district providing the instruction (Education Code Section 9611).

. . . "residence" of minors in classes in hospitals (etc.) maintained by a county or group of counties is considered to be in school district of residence prior to admission to hospital (Education Code Section 9651).

. . . district of residence shall pay district maintaining class . . . cost of educating such minor during school year (Education Code Sections 9652, 9653).

**SPEECH**

. . . minors with speech disorders or defects shall be considered as being physically handicapped (Education Code Section 9602).

*Provisions for Eligibility*

. . . speech classified as defective by qualified speech teacher.

*Provisions for Instruction*

. . . pupils taken from regular classroom for remedial class instruction.

**MENTALLY RETARDED MINORS**

. . . all minors who because of retarded intellectual development as determined by individual psychological examination are incapable of being educated efficiently and profitably through ordinary classroom instruction (Education Code Section 9801).

*Provisions for Instruction*

Special training classes for minors within provisions of Education Code Section 9801.1 shall be established in any elementary, unified or high school district which has an average daily attendance of 900 or more (Education Code Sections 9802, 9802.1, 9807.1).

Special classes may be provided for minors who come within provisions of Education Code Sections 9801.2 and 9802 and California Administrative Code, Title 5, Education, Section 196.

. . . methods of instruction used in classes for mentally retarded minors (Education Code Section 9801.1) and severely mentally retarded minors (Education Code Section 9801.2) shall be approved by administrative head maintaining the school or class (California Administrative Code, Title 5, Education, Sections 185 and 199.1).

. . . adequate supervision shall be provided for all such schools and classes (California Administrative Code, Title 5, Education, Sections 186 and 199.3).

**MENTALLY RETARDED (EDUCATION CODE SECTION 9801.1)**

. . . mentally retarded minors of compulsory school age who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted (Education Code Section 9801.1).

*Provisions for Eligibility*

. . . eligibility determined by a psychologist or psychometrist after individual testing (California Administrative Code, Title 5, Education, Section 182).

. . . and a consultation held with the parents or guardian (Education Code Section 9805).

. . . assignment to class after group conference of psychologist, school principal, minor's teacher, school physician or nurse, and others so designated (California Administrative Code, Title 5, Education, Section 183).

Individual case study records shall be kept of all pupils placed in such schools or classes (California Administrative Code, Title 5, Education, Section 187).

*Provisions for Instruction*

Class size limited to 15 if age spread is greater than four years; to 18 when age spread is four years or less (California Administrative Code, Title 5, Education, Section 184).

Day of attendance: grades one, two, and three 200 minutes of attendance; grades four through twelve 240 minutes of attendance (Education Code Sections 6815, 6816, 6822).

*Financial Provisions*

. . . allowed to each school district and to county superintendents of schools educating mentally retarded minors (Education Code Section 9801.1).

. . . 75 per cent of excess costs, and including transportation, but not in excess of \$150 per unit of average daily attendance of such minors (Education Code Sections 9809, 7102, 7102.1, 7102.2, 7102.3, 7102.4, 7102.5).

**MENTALLY RETARDED (EDUCATION CODE SECTION 9801.2)**

. . . mentally retarded minors who do not come within the provisions of Education Code Section 9801.1 . . . who may be expected to benefit from special educational facilities designed to educate and train them to further their individual acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment (Education Code Section 9801.2).

*Provisions for Eligibility*

(a) child must not come within provisions of Education Code Section 9801.1.



(b) physical condition: hear spoken language, see well enough for class activities, ambulatory to the extent that he is no undue risk to self or others, trained in toilet habits.

(c) mental, emotional, social development: able to communicate simple wants and understand simple directions, behavior does not endanger self or others, stable enough to be a part of a group (California Administrative Code, Title 5, Education, Section 197).

After an individual examination by a qualified psychologist and a consultation held with the parents or guardian (Education Code Section 9805) . . . assignment to class shall be made upon the recommendation of an admissions committee (California Administrative Code, Title 5, Education, Section 198).

Individual case study records shall be kept of all pupils placed in such classes (California Administrative Code, Title 5, Education, Section 199.4).

#### *Provisions for Instruction*

. . . maximum enrollment shall be 12 pupils per teacher (California Administrative Code, Title 5, Education, Section 199).

. . . pupils shall be grouped on a basis of social competence rather than by grade level (California Administrative Code, Title 5, Education, Section 199.2).

. . . 180 minutes, inclusive of recesses, shall constitute a minimum school day (California Administrative Code, Title 5, Education, Section 199.5).

#### *Financial Provisions*

. . . allowed to each school district and to county superintendents of schools educating severely mentally retarded minors (Education Code Section 9801.2), excess costs, excluding transportation, up to \$400 per unit of average daily attendance of such minors (Education Code Sections 7103, 7103.1, 7103.2, 7103.4, 7103.5).

#### *Transportation Provisions*

. . . within amounts provided by law, school districts and county superintendents of schools may be allowed an amount equal to the current expense during the preceding fiscal year of transporting severely mentally retarded minors to and from special day classes, but not in excess of \$350 for each unit of average daily attendance of such pupils (Education Code Section 7018.1).

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